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ABSTRACT

This child care study for the University of Southern California provides a summary of laws and regulations governing the operation of child care programs. A budget of estimated yearly expenses suggests that a child care program could be totally self-supporting based on a monthly fee of $110 for each child in full-time care. Securing the necessary physical facilities presents the major problem. An interest survey resulted in the collection of 181 completed questionnaires. Parents who responded to the survey are USC staff or administrators, about one-third are students, some of whom also work at USC, and the remainder are faculty. Parents of 70 children aged 2-5 requested full-time child care, while more than 50 additional children need part-time care. Three-fourths of the parents stated that they are able to pay at least $80 per month for full-day care and about one-half are able to pay more than $100 per month. Suggested alternatives for child care at USC include: (1) a facility directly operated by the university, (2) a facility operated by a nonuniversity organization with university assistance, or (3) a completely independent child care facility established with some university encouragement. (Author)

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CHILD CARE AT USC

A Study for Action

By

Veronica Tincher

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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University of Southern California
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This study was done at the request of the USC Women's Caucus. Child Care programs are an increasingly important factor in support of recruitment and retention of well qualified employees. The same is also true for students, especially for the growing number of young parents returning for additional education.

Throughout this study the Office of Institutional Studies has enjoyed the fullest cooperation from the entire campus. Special thanks are due to Virginia Zoitl and the Child Care Task Force whose support and help made this study possible. In the Office of Institutional Studies Veronica Tincher has done an excellent job in organizing and conducting the study. The capable assistance of Donnie Ellis and Deborah Masyczek is acknowledged with thanks.

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Robert H. Linnell
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TABLE OF CONTENTS

		Page
	SUMMARY	i
I.	INTRODUCTION	1
II.	PRE-KINDERGARTEN PROGRAMS ON COLLEGE CAMPUSES	2
	A. Current Pre-Kindergarten Programs at USC	2
	B. Pre-Kindergarten Programs at other Campuses	4
III.	ADMINISTRATION AND FINANCING OF CHILD CARE CENTERS	5
	A. Rules and Regulations for Licensing	5
	B. Operation of Child Care Facilities -- Budget and Administration	6
	C. Federal Funding for Child Care Projects	11
IV.	NEED FOR CHILD CARE AT USC	12
	A. Spring 1974 Survey of USC Child Care Needs	13
	B. Needs Survey Results	14
V.	ALTERNATIVE PROPOSALS FOR CHILD CARE AT USC	18
	A. Infant and Toddler Care	19
	B. Facilities for Care of Children, Ages 2-5	20
	1. Maximum University Responsibility	20
	2. Indirect University Responsibility	21
	3. Minimum University Responsibility	21
	4. No University Involvement	21
	C. Facilities for School Age Children	22
VI.	ALTERNATIVES FOR ASSISTANCE TO USC PARENTS OF YOUNG CHILDREN	23
VII.	POPULATION TRENDS AND CHILD CARE	24
	APPENDIX	
	References and Sources of Additional Information	26
	Selected Campus Child Care Centers in Southern California	27
	Questionnaire Form	28

LIST OF TABLES

Number		Page
1	Estimated Annual Budget - Full-day Moderate-level Program - 57 Children - USC	8
1A	USC Class II Budget Request $110.50 Fee/Month	8
2	Variation in Child Care Costs	9
3	Variation in Monthly Operating Cost per Child for Increasing Size Enrollment Using Estimated Budget for Moderate-level Full-day Program	10
4	Ages and Number of USC Children Reported in 172 Completed Day Care Needs Survey Questionnaires	14
5	Facilities Desired for Child Care by Age Group	14
6	Average Hours per Day for Needed Child Care	15
7	Requested Average Daily Attendance for Child Care (Monday through Friday)	16
8	Expected Fees for Child Care at USC per Session or Hour	16
9	Parents' Status at USC Compared with Expected Fees for Full-Day Services	17

CHILD CARE AT USC -- A Study for Action

I. INTRODUCTION

Programs and facilities for pre-kindergarten children on college and university campuses date back to 1917. For many years, campus schools for young children were used as teacher training and research sites in the study of small children's development. During the 1960's a wave of change swept across the country in academic institutions. The student movement not only pressed for academic change but for facilities which would provide greater access to higher education by parents of young children. Pre-kindergarten programs were established by law on all campuses of the University of California and California State College and University System. These facilities were built primarily for the children of students although some were also open to children of campus faculty and employees.

The 1970's have brought a new focus on child care needs as related to the needs of employees, particularly women. Public attention has turned toward the idea of child care on or near a place of employment as an adjunct service to employees. This concept is not really as new in the United States as might be thought. Child care facilities were established for children of workers in World War II defense plants and for children of teachers during the height of the teacher shortage after the war.

In order to discuss child care, one must define and differentiate terms related to pre-kindergarten. Pre-kindergarten programs are commonly thought of as any type of program or facility for children below kindergarten age. Generally kindergarten children start school between the ages of 4 years and 9 months and about 5½ years. Pre-kindergarten facilities may be established

for various purposes or combination of purposes:

TYPE	HOURS IN USE	PURPOSE
1) Child care	Day or night hours	Primarily custodial for mothers who are absent from the home.
2) Nursery school	Full day or half-day	Child development, experiential program, sometimes parents volunteer as assistant teachers.
3) Laboratory/Demonstration School	Usually half-day	Teacher training, research site for Schools of Education, Psychology, or Home Economics Department.

These three types of pre-kindergarten programs are often combined in the same program. However, program and physical facilities differ for the three types of programs. Full-day programs are generally paced differently than half-day programs so that young children have enough time for rest and are not over-tired. Adequate space for lunch services, rest cots and greater use of indoor-outdoor facilities are required for full-day programs.

II. PRE-KINDERGARTEN PROGRAMS ON COLLEGE CAMPUSES

A. Current Pre-Kindergarten Programs at USC

Pre-kindergarten programs do exist at USC at the present time. For various reasons, these facilities do not lend themselves, in their present form, to expansion into an adequate child care program.

The Married Students Nursery School was established in 1966 and is located in the Married Student Housing Complex. It functions as a parent-cooperative nursery school with separate morning and afternoon half-day sessions. Enrollment is limited to 15 children each session. Fees are $40/month for 20 half-day sessions a month and $20 for 10 half-day sessions per month. At its present site it cannot expand enrollment or hours of operation. The school is loosely

organized, financed by parent fees, parent volunteer aid and the combined contribution of tenants in the Married Student Complex. An attempt was made to open the school for a full-day, child care program and four children were enrolled on a full-day basis during the 1973-74 school year. However, the school's program and facilities have not proven adequate for full-day child care and the program was abandoned at the end of Spring, 1974.

The School for Early Childhood Education, 741 West 27th St. is a laboratory and demonstration school established by the USC School of Education. Its operations are chiefly funded by the California Pre-school Act (the state Head-Start program). The building was built 2½ years ago with funds provided by an anonymous donor. The school has a 4 hour daily program (including hot lunch) with an enrollment of 60 children. It has an enrollment capacity for 120 children, (60 for the morning and 60 for the afternoon) but the State has funded only 60 children from low-income families. The remaining 60 children would have to pay their own fees ($1055 for a 9 month year for a 4 hour a day program). Dr. Margaret Smart, the Director, does not feel the facility is suitable for a full-day program because of limited outdoor space and inadequate rest area space. Because the program is structured for daily continuity, the children cannot participate on a part-time basis, and must be enrolled for a full five day per week program. Special teacher training workshops are held in the building after school hours and during the summer. There is room for 15 full-day care children if adequate funding were available or parents paid the full cost.

Project Small Fry, Child Care Center, 1179 W. 37th St., is a small, private, non-profit child care center. Current enrollment is 20 children, aged 2 to 11 years, including 12 children coming to the center after school. Mrs. Annie Greene, the Director, could accomodate 30 children if licensing for an increased capacity is obtained. Mrs. Greene lives on the premises and is able

to care for children weekends and nights. Fees are $3.00 per day, $5.00 per night or weekends, $4.00 per day if child is in diapers. Rates are adjusted according to the income level of the parent. There are a number of USC student workers on the Work Study Program and volunteers who assist the permanent staff. USC students have supported the center with financial aid contributions from time to time. At the time of this study only one child in the center was a USC - related child.

Informal one-to-one babysitting arrangements exist in unknown numbers at the Married Student Complex. Wives of students who may or may not have children of their own periodically take children for full or part-day babysitting in their apartments. There is no central recording service which keeps data on the number of such arrangements, fees paid, etc.

B. Pre-kindergarten Programs at other Campuses

A 1971 survey by Bernard Greenblatt and Lois Eberhard entitled, "Children on Campus"[1] reports a total of 425 pre-kindergarten programs on 100 college and university campuses out of a scientifically drawn random sample of 310 large and small higher education institutions in the United States. The survey shows that more than one type of pre-kindergarten program frequently exists on the same campus. The survey report gives a great deal of information about campus pre-kindergarten programs -- their clientele, administration, financial structure, etc.

In the Southern California area, information has been obtained about child care from a selection of colleges and universities: UCLA, UC-Irvine, California State University, Los Angeles, and Fullerton, Orange Coast Community College, and Caltech. All of these institutions have child care facilities and, in addition, some have laboratory schools. The program at Orange Coast Community College and one of the three programs at California State University, Los Angeles,

are established specifically for children of students. The remainder have enrollment of children from both students and staff-faculty. Fees vary from $60 to $115 per month and most programs have procedures whereby parents contribute aid-time as part-payment of fees. All these facilities are filled to capacity and have waiting lists. Some programs also have scholarships for families who have demonstrated financial need. Funds for scholarships come from student enrollment fees, or extra-curricular fund-raising. All the above colleges and universities have facilities built by the institution or by private donation.

The Caltech Child Development Center was established by the Women's Club of Caltech in October, 1972. The University owns the building, a former women students' residence, and the school is operated on a self-supporting basis. A private nursery school proprietor was retained initially as manager and consultant of the school. Fees are $100 a month for a full-time program. This covers cost of operation including some rent paid to Caltech for the building. Children are not enrolled for partial days and very few are accepted for less than 5 days a week.

Aside from Caltech, none of the local-area colleges and universities previously discussed are private. However, Greenblat & Eberhard's Survey reports 23 private schools[2] among the 100 colleges and universities found with child care programs. It is therefore apparent that some private institutions have established child care programs although in smaller numbers than the public institutions.

III. ADMINISTRATION AND FINANCING OF CHILD CARE CENTERS

A. Rules and Regulations for Licensing

In the State of California, all facilities which provide care for 5 or more children on premises away from their parents, not operated under the auspices

of another governmental authority, must be licensed by the State Department of Social Welfare. Regulations for licensing are outlined in the California Administrative Code, Title 22, Division 2. The regulations define types of nursery schools, qualifications for staff, indoor and outdoor space requirements and the necessary financial conditions. Licensing requirements for group care facilities for children under the age of 2 are extremely stringent. Licensing personnel do not encourage facilities for children under 2 because they are a great deal more expensive and complicated to operate.

The State assigns a Social Worker to each license applicant in order to approve each component of the application and make periodic visits to the facility after it has commenced operations. The State Fire Marshal, City Building and Safety Department, Planning Department and local Fire Departments must approve the building or its plans and the County Health Department must approve food service facilities for sanitary conditions.

The City Building Code specifies building regulations. Code regulations for construction or renovation of buildings for a child care facility necessitate a substantial financial cost. Currently new building costs vary from $35 to $40 a square foot. However, the City Building and Safety Department has approved a pre-fabricated type of building under certain conditions. This type of building may be suitable for a child care program and could be considered by USC. Its cost is $20 a square foot plus cost of installation.

B. Operation of Child Care Facilities -- Budget and Administration

Generally 55 to 65% of the cost of operation for a child care program goes to personnel salaries and benefits. Variation in expenses depends primarily on the number and qualification level of personnel. From a combination of sources, taking into account the constraints of staffing and space regulations, we have estimated a budget for a moderate level, combination custodial and developmental program for USC. Table 1 shows this budget in general

categories of expenses and in the USC budget request format. It is based on a full-day 12 month year program for 57 children.

Actual cash outlay for child care programs is often below these estimates when the service is subsidized by an employer (e.g. industry, school district, or university). Buildings, land and custodial maintenance may be donated or provided at low cost. Insurance, utilities, and personnel overhead costs may be reduced when absorbed into a larger institution. Students may be recruited under federal Work Study programs with significant reductions in staff costs.

Three federal offices have surveyed child care costs in recent years.[3] Expenses vary depending primarily upon the standard of program. Largely developmental programs require a greater number and better qualified staff. Custodial programs depend on fewer and lower paid staff. This difference in the type of program accounts for the major variation in costs. The Bank of America Small Business Reporter[4] estimates costs based on a "typical" budget for a custodial program. The top costs shown by the 3 federal surveys are high level programs such as demonstration programs. Table 2 shows the variation in costs, stated in monthly fee per child, based on these surveys and estimates. The estimated budget for USC (Table 1) has also been included.

The "Children on Campus" survey report[5] found an average of 45 children enrolled in each day care program. There is relatively little saving in cost per child from increasing the number of children in a day care facility. Licensing regulations require a teacher for every 12 children or a teacher and aid for every 15 children. Other expenses increase in proportion to the number of children, and therefore, very little advantage in cost per child is found between various sized facilities after the initial costs are allocated. In Table 3 the relationship between monthly cost per child is compared with various size enrollments. The change in monthly cost per child depends on the maximum allocation of staff for each size enrollment. The level of program has been kept constant for each size enrollment.

Table 1: Estimated Annual Budget

Full-day Moderate-level Program - 57 Children - USC

Director	$12,000
Teachers (2)	18,000
Aids (3)	14,040
Administration	6,000
[a]Payroll Taxes & Benefits	7,500
[b]Rent	5,800
[c]Supplies/Equipment	1,750
[d]Utilities	1,260
[e]Food	6,840
Insurance	930
[f]Repairs & Maintainence	1,460
Total	$75,580

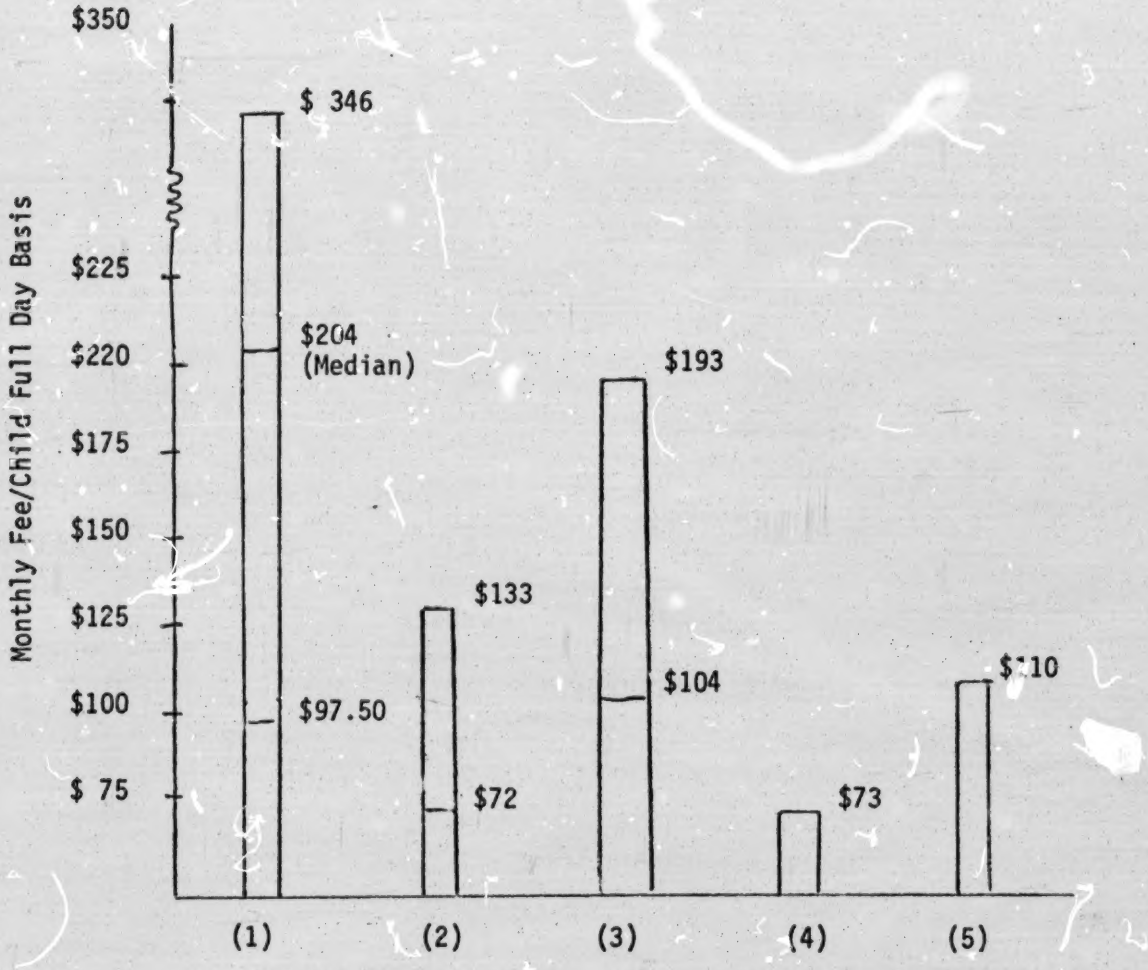
Monthly cost per child: $110
Gross square foot building size: 3,130

[a]15% of salaries and wages
[b]$1.85 per square foot
[c]$30 per child
[d]40¢ per square foot
[e]50¢ a day/child
[f]$25 per child

Table 1A: USC Class II Budget Request
$110.50 Fee/Month

Revenue:	57 children @ $1,326/yr	$ 75,580	
Expenditures:			
	Salaries $50,040		
	Supplies 1,750		
	Cost of Goods 6,840		
	Total	58,630	
Gross Financial Contribution			$ 16,950
Less Indirect @ 25%			14,660
Surplus			$ 2,290

Table 2: Variation in Child Care Costs



(1) Abt Associates Study for U. S. Office of Economic Opportunity, 1971[3].

(2) Office of Child Development HEW, 1971 Report[3].

(3) Children's Bureau, HEW, 1968 Report[3].

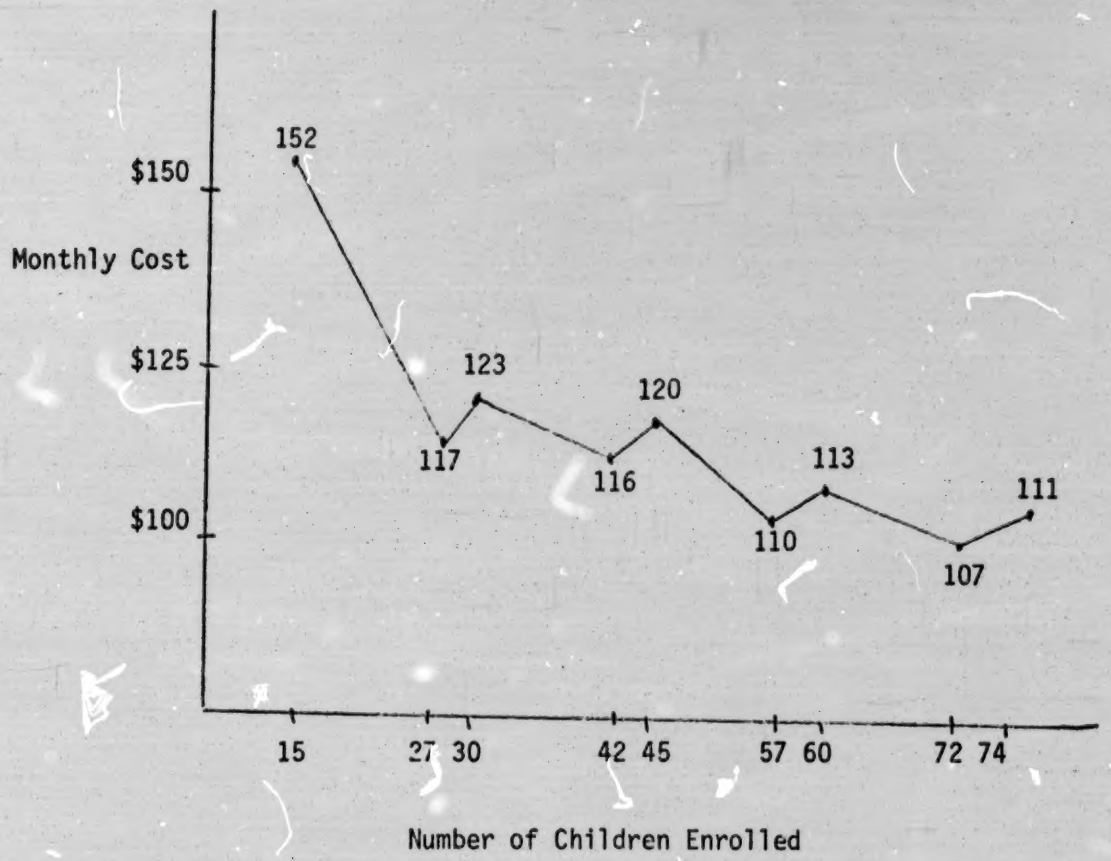
(4) "Typical" Budget, Bank of America Small Business Reporter, "Proprietory Child Care", 1973[4].

(5) Moderate Level Program, estimated for USC.

Table 3: Variation in Monthly Operating Cost per Child for Increasing Size Enrollme

Using Estimated Budget for Moderate-level Full-day Program

(See Table 1 Budget for Program Level)



The "Children on Campus" survey[6] states that of the colleges and universities reporting child care programs, only 26% contribute more than one-half of operational funds. However, all report some contribution, in cash or in kind, often in the cost of the physical facility.

The same survey[7] indicates that child care programs on campus are more likely to be administered by organizations of students and parents than by central administration or academic departments. University administration of child care programs was not found in any of the institutions surveyed. In hiring a child care program director, however, university administration and academic departments held the "locus of the authority" in 30% of the institutions responding. The administering organization sets policies with the advice of staff and often outside experts. In the colleges and universities surveyed in the Southern California area, all but two of the child care programs were administered by an organization of students and parents, with some external professional advice. These programs derive some cash and in kind support from the Student Body Association of the college or university, as well as varying amounts of support from University/College administration. In general, the programs are operationally self-supporting from parents' fees.

C. Federal Funding for Child Care Projects

Federal funding for child care projects is largely available for attendance areas that have high concentrations of children from low-income families. Funds are usually granted to public school districts, community action agencies or public welfare agencies. These funds are primarily for Head Start programs which have the highest priority in child development projects in the Federal budget. These projects are established for assistance to low-income families and are not suitable for a project such as would be envisaged for USC.

There are some research and demonstration grants available to public and private colleges and universities from HEW under the Assistant Secretary for

Human Development. The total federal budget for such research and demonstration projects is less than 1/20 of the Head Start funding. Representatives from the office of the Assistant Secretary have stated that day care projects were low-priority for FY 1974 and, no doubt, will be low priority for FY 1975.

State license regulations for federally assisted child care projects require a one-to-five ratio of adults to children, age 2-4., and one-to-seven ratio for children, age 4-6. This requirement necessitates greater expense in the form of salaries and employee benefits when federal funds are obtained and would have to be carefully weighed with the amount of federal allocation received by the program in order to maximize the benefit of federal funding. The future of federal funding for child care service with regard to affirmative action assistance is not clear. Careful monitoring of legislation is necessary in order to take advantage of future developments.

IV. NEED FOR CHILD CARE AT USC

In February, 1974, the leaders of the Women's Caucus of USC requested Vice-President Zohrab Kaprielian to assist in the establishment of child care facilities at USC. As a first step, Dr. Kaprielian requested the staff of the Office of Institutional Studies to assess the need for such facilities at USC and to carry out a study of child care alternatives. This study reports the results of the needs survey and presents some ideas for the planning of a child care service at USC.

We have no data on how many students, staff, administrators or faculty at USC are parents of young children. The Women's Bureau of the U.S. Department of Labor reported in 1972 that there were 4.8 million mothers of children under the age of 6 in the total 34.5 million female work force. If one were to apply this proportion (14%) to the total number of women (2300) who are employed by USC as faculty, staff or administrators, the number of mothers

of young children who work at USC would be 320. Many women graduate students at USC are also mothers of young children, but we have no data on exact numbers. There were 1300 full time and 1420 part-time graduate and professional women students at USC in Fall, 1973. It is very likely that some of the part-time women students are pursuing their studies on a part-time basis because they have other responsibilities such as families, a job, or both. We can assume that some of the 2720 women graduate and professional students have need for child care services. In addition, undoubtedly, some male USC employees and students have wives who work elsewhere or who are absent. They, too, might make use of a child care service at USC.

In the spring of 1970, a group of USC faculty wives conducted a pilot study to determine whether there was interest in a USC Child Care Pre-school Educational Center. Questionnaires were distributed through the Faculty Newsletter, in married students mail boxes and a mailing to a random sample of off-campus students. A notice calling attention to the questionnaire was inserted in employee paychecks, inviting interested persons to pick up a questionnaire at the Campus YWCA. One hundred and sixteen questionnaires were returned (52 faculty, 16 staff, 48 students). The results of the survey[8] showed 73 people who had need for child care or pre-school and 40 people who themselves had no need but felt there was great need for others.

A. Spring 1974 Survey of USC Child Care Needs

In order to ascertain the number of employees and students with need for child care, an "interest" questionnaire was distributed in April/May 1974 (Appendix copy of questionnaire). The objective was to make the questionnaire widely available so that anyone interested in child care services could adequately express his or her interest. Over 8,000 copies of the questionnaire were distributed in campus offices, in building lobbies, with return boxes, and through direct mail. A Child Care Week was publicized in the Daily Trojan, the Women's Caucus Newsletter,

and by numerous prominently displayed posters. During this week eight tables were placed in strategic locations on campus with members of the Women's Caucus present during peak hours to hand out questionnaires. A total of 181 questionnaires were returned from April 8 to May 29, 1974 with 172 in useable form.

B. Needs Survey Results

Of the respondents (172), almost one-half (47%) hold administration/staff status at USC, 36% are students and student/employees, and 14% are faculty. The remaining 3% did not state their USC status. A total of 226 children are reported by the respondents. Ages and numbers of children, as of February 1975, are shown in the table below:

Table 4: Ages and Number of USC Children Reported in 172 Completed Day Care Needs Survey Questionnaires

Age	Number	Percent
Under 2 years	53	23%
2-5 years old	128	57%
6-10 years old	45	20%

Members of the Women's Caucus Day Care Task Force wished to know whether there were sufficient number of children for three types of day care services: infant babysitting (under 2), pre-school nursery (ages 2-5), and summer day camp for school age children (ages 6-10). The questionnaire asked respondents to indicate which of these facilities they desired. Results are shown in the following table:

Table 5: Facilities Desired for Child Care by Age Group
N = 219*

Nursery School for ages 2-5	53%	(117)
Summer Day Camp for School Age	26%	(57)
Babysitting for under age 2	21%	(45)

*Some parents with children in different age groups, requested more than one facility.

A few people (9) returned questionnaires even though they had no children; some used the questionnaire in order to express their opinion on the need for child care services at USC and all but one were favorable. One person commented, "I have no children at the present time, but if I did, there would be a definite need for this service ... an absolute necessity for working mothers."

Others wrote comments emphasizing their need for better child care services than they now have with in-home babysitters. One student wrote, "Too late for me. My four year old starts school next September. Too many times this year, I almost dropped out because of babysitting problems. Hope others are luckier than I."

Parents of school age children voiced a strong need for summer day camp for this summer. Their needs are met fairly well during the school year but summer presents special problems.

A majority of parents, who stated the hours they need child care services, requested this care for an average of 7 to 8 hours per day, Monday through Friday. Two-thirds of the parents requesting full-day care are administrators, staff, or faculty. One-fifth are students and the remainder (14%) are student employees. Table 6 shows the average hours per day requested by parents.

Table 6: Average Hours per Day for Needed Child Care
N = 125

Average Hours per day	Number of Parents
4 hours or less	19 (15%)
4-5 hours	4 (3%)
5-6 hours	9 (7%)
6-7 hours	21 (17%)
7-8 hours	69 (55%)
More than 8 hours	3 (2%)

By analyzing parents' daily schedules for child care needs, we can determine the average daily attendance in a child care program through the hours of the day, as shown in Table 7. We have omitted Saturday child care because

only 15 parents requested Saturday hours. A Saturday child care progra could be established at a later time if the need justified it.

Table 7: Requested Average Daily Attendance for Child Care (Monday through Friday)

Check In Time	Number of Children	Check Out Time	Number of Children	Net Total Children in Center
				N
7 AM	12			12
8 AM	66			78
9 AM	27			105
10 AM	3			108
11 AM	1	11 AM	1	108
1 PM	1	1 PM	1	107
2 PM	-	2 PM	1	106
3 PM	-	3 PM	2	104
4 PM	1	4 PM	9	96
5 PM	-	5 PM	75	21
6 PM	1	6 PM	14	8
		7 PM	3	5
		8 PM	1	4
		9 PM	1	3
		10 PM	2	1

A spot check of a variety of child care facilities in the Los Angeles area found fees for full-day child care, including hot lunch, ranging from $1.60 per day to $7.85 per day, or $32 to $157 per month. Half-day and hourly rates are pro-rated from monthly fees for the number of hours required. We asked parents how much they would expect to pay for child care at USC. Their responses are shown in Table 8.

Table 8: Expected Fees for Child Care at USC per Session or Hour

Full Day	% Parents (n = 126)	Half-day	% Parents (n = 42)	Hourly	% Parents (n = 58)
$1.00-2.50	22%	$ .50-1.25	26%	$ .50	35%
2.50-4.00	29%	1.25-2.00	29%	.60	24%
4.00-5.00	34%	2.00-2.50	21%	.75	31%
5.00-8.00	15%	2.50-4.00	24%	1.00	10%

For this survey, no effort was made to establish a qualifications standard for ability to pay. From Table 9, we can gain some insight into ability to pay by comparing parents' status at USC with their stated expected fees.

Table 9: Parents' Status at USC Compared with Expected Fees for Full-Day Services (120 Respondents)

Full-day Fees	Faculty n = 18	Administration/Staff n = 60	Student/Employee n = 13	Student n = 29
$1.00-2.50	6%	18%	46%	35%
2.50-4.00	17%	33%	23%	24%
4.00-5.00	50%	35%	31%	24%
5.00-8.00	28%	13%	0	17%

The group with the largest proportion of parents expecting to pay $4.00 or more per day is faculty. About one-half of the parents who have administration/staff status will expect to pay above $4.00 per session. Students and student/employees had the least number able to pay $4.00 or more a day. Altogether, 59 (49%) of the 120 respondents expect to pay above $4.00 per full-day session.

We cannot say for certain whether everyone who stated a fee below $4.00 would qualify for some type of subsidy based on need. Forty one parents stated they want to volunteer as part payment of fees. However, only one-half of these parents could assist as volunteers during daytime hours. The remainder would be available only in the evenings or did not state their hours. The number of requests for evening child care services does not seem to be large enough to establish such a program. Thus, daytime volunteer aid would be the most likely manner to reduce fees aside from financial aid or subsidy. As would be expected, those most able to volunteer during daytime hours are students and student/employees. Other university campus child care centers have found they must require a definite minimum commitment of hours to be volunteered each week in order to allow a reduction in fees. Administration/staff parents

would probably be least able to assist as volunteers because of working hours and therefore, might require more cash subsidy if financial need exists.

Sixty-seven of the total respondents now have their child or children in a child care program or with an in-home babysitter. Over 45 of these parents have children in full-day programs. More than one-half of these parents are paying exactly $4.00 a day and the remainder are paying less than $4.00. About one-half of the parents with full-day care, stated they expect to pay less than their present fees. Most of the remainder expect to pay the same fees. A small number (6) now pay low fees and expect to have to pay a higher fee. Of all those who now have children in day care, only five presently contribute volunteer assistance.

Spanish was desired as a second language by 49 parents. Many of the requests for Spanish language were for desire of enrichment of children's exposure to language. A scattering of other languages, French, German, Iranian, etc., were also requested.

As an indication of definite interest, parents were asked to state their name and address if they wish to be notified of a child care program when operational. Many responded emphatically with comments such as: "Please phone me as soon as something is started" or "Call me if I can help." A total of 139 of the 172 respondents stated name and address.

V. ALTERNATIVE PROPOSALS FOR CHILD CARE AT USC

A policy of whether child care should be a benefit or service for faculty, administrators, staff or students at USC will have to be determined by the USC administration. The Carnegie Commission on Higher Education, Report on Opportunities for Women in Higher Education[9], discusses needs and responses to those in higher educational institutions seeking child care and makes some specific recommendations. The Report recommends that if a need for child care

has been shown, the administration of larger institutions should ensure that a child care facility is available. If the university decided to make a commitment to assist in the establishment of a child care facility, it would be necessary to assign a university employee to carry out the desired activities until the program could be operational. The Commission does not believe that the university should be responsible for the operation of a child care program but should arrange that a non-university organization, composed of parents, operate the facility on a self-supporting basis. Funds to subsidize parents whose income is unable to support the set fee should be raised from extramural public and private sources. The guidelines for compliance to Equal Opportunity Employment regulations encourage employer-provided child programs as part of an affirmative action program.[10]

A. Infant and Toddler Care

Because of the complicated and expensive requirements needed for infant (under age 2) care, child care services for children of this age are better handled in the home. The County Department of Social Services licenses family day care homes for up to 5 or 6 children under the age of 6. Babysitters are also available in their homes or in the home of the child. For many parents, the in-home sitter or family day care home is preferrable to group child care. If the 'surrogate' mother is temperamentally suited for child care, she can very possibly become another grandmother for the child. For infants and toddlers, a good sitter is probably the best choice for working parents.

The University could assist parents of very young children by providing lists of suitable in-home sitters or family day care homes. Women who wish to be babysitters in the Married Student Complex might use a central listing service. They could also be provided some training in basic practices of first aid, emergency procedures and understanding of young children's development.

B. Facilities for Care of Children, Ages 2-5

There are a number of ways the University could facilitate or assist parents of pre-kindergarten children. A need for child care has been shown from replies to the survey questionnaire. With parents of over 90 children requesting child care services for 6-8 hours a day, a program would very likely be at full capacity if enrollment were established for 55. Such a program could be operated on a self-supporting basis for a monthly fee of $110 per child. Because approximately one-quarter of the parents may not be able to pay this level of fee, a sliding fee-scale could be established or financial assistance could be arranged for those in need.

Many policies need to be established regarding eligibility of children, contractual agreements with parents, responsibility of staff, etc. Experience in other campus centers has shown that policies need to be clearly defined and consistently implemented. A building would be of greatest use if it were designed for flexibility of capacity. The pre-fabricated type building would fit this requirement well since modules could be added or taken away as desired. Another alternative would be to renovate an older off-campus house which could be sold at a later time, if desired.

There are various alternatives open for the establishment and organization of a child care program. The following suggestions would involve the university in varying degrees:

1) Maximum University Responsibility: The university could build a new building or renovate an existing building on or near campus. A child care center director could be hired and given the responsibility of organizing and operating a child care facility for USC. Operating costs could be covered by parent fees and extramural funds but the University would have direct budget and management control over the facility. An advisory committee of parents and professionals could assist the staff

in the establishment of operating policies;

2) Indirect University Responsibility: The University could provide the physical facilities for a child care program in the same manner as suggested in (1). The University Administration could then assist in the establishment of a Board of Directors, consisting of representatives of parents of children in the program and one or more ex-officio University Administrators. The Personnel Director and the Associate Vice-President for Student Affairs could serve as such representatives of the University. Faculty in related academic fields, e.g. the School of Education or Psychology Department, could serve on the Board or as advisors. As in the Caltech program, private or professional consultants could be retained, to guide in the hiring and training of staff and development of program or to serve as business managers. The Board of Directors would have total responsibility for the operation of the facility. Costs would be derived from parent fees and extramural private or government funds. Costs of occupancy would be charged as indirect costs by the University;

3) Minimum University Responsibility: The University could build a new building or renovate an existing building on or near campus and rent it, at cost, to a private proprietor (non-profit or profit). There would be no additional involvement of the USC University administration;

4) No University Involvement: The University could be totally removed from the establishment or operation of a child care facility. However, it could facilitate a private, independent proprietor by providing the opportunity for such a proprietor to come on campus to give information and sign-up potential parents. In effect, this would assist a proprietor with developing a steady enrollment and thereby assist

parents by the establishment of a program at possibly a reduced cost. A similar arrangement is found with regard to auto insurance which is available for USC employees and students at reduced cost because of the advantages of large group clientele.

The suggested alternatives for varying degrees of University involvement bear some similarity to some currently-existing non-academic campus units. "Auxiliary Enterprises" are those campus services, such as the Barber Shop or Faculty Center which provide a service for the convenience of the USC community. In the case of the Barber Shop, funding is allocated through a minimum Class I Budget which requires approval by the Board of Trustees. The Barber Shop is self-supporting and its staff are employees of the University. The Faculty Center operates on a Class II Budget, which does not require the approval of the Board of Trustees, and allows for a certain amount of flexibility. The Faculty Center's Board of Directors is elected by the members of the Center. The Board is responsible for formulating the Center's policies and supervising the staff in the Center's operation. The Center's building was provided by the University and its operations are approximately self-supporting.

An example of minimum University involvement can be found in the School of Dentistry where a dental laboratory is operated independently of the School. Indirect costs of occupancy are paid to the University by the laboratory and there is no other relationship between the two entities.

C. Facilities for School Age Children

Although school age children need less individual care than younger children, they do need supervision after school or during vacations if both parents are not at home. The most feasible assistance the University could directly offer for children, aged 6-10, would be a vacation day-camp program on a self-supporting or partially subsidized basis. Programs and facilities for summer supervision of school-age children require further study beyond the scope of this report.

VI. ALTERNATIVES FOR ASSISTANCE TO USC PARENTS OF YOUNG CHILDREN

Rather than subsidize facilities for the care of children, the University could consider ways of subsidizing the parents of these children. Employers in some industries have proposed that child care may be considered as an employee benefit. An employee might be offered a range of benefits (health, retirement, parking, child care, etc.) from which he could choose up to a certain percent of his salary. Benefits could be offered on a matching basis with employee contributions, such as retirement plans. The University already gives an employee benefit in the form of Tuition Remission which is only available to those employees who are parents or spouses of students. MIT, Polaroid and Xerox Corporation [11] have guaranteed places in existing outside Child Care Centers and subsidized employees sending their children for care. The Ford Foundation makes direct grants to eligible employees, as with a Voucher System, for whatever child care service the parents choose.

Income tax laws allow deduction from income for child care costs up to $200 a month when the mother of the child or children works and certain other requirements are met and income is below $18,000 a year. The government, thereby, has made a policy of assistance with regard to child care costs for those having greatest need.

Other alternatives in University policy, as suggested in Leifer's "Child Care Policy Study",[12] could include a change in University employment patterns which would allow for special conditions for working mothers. There could be a substantial increase in 1/2 and 3/4 time positions so that mothers of school age children could minimize the number of hours of child care needed. Maternity leave could be lengthened to allow women to stay home for a longer time after the birth of a child and still guarantee return to the same position or a similar one. Legal requirements may be instituted in the future which would require employers to give a limited time paid maternity leave for

either parent. Special situations now enable employees to receive paid leave. For example, the law requires paid leave be given for a maximum of 2 weeks military duty. Employees are also given a limited paid time off for jury duty. These types of employment practices may be considered in the same category as benefits to employees who are parents of young children.

When students' needs are assessed for financial aid, their need for child care could be taken into account as a portion of living expenses. Although no definitive studies have been made, many women have been known to have dropped their graduate work because of lack of adequate and good quality care for their children. A random sample of post-baccaulareate students surveyed for the USC Student Life Commission Report of September, 1972, showed that 35% post-baccaulareate students have one or more children. One can assume, as with employees, many men whose wives work elsewhere, have need for child care facilities at USC as an aid in the pursuit of their studies.

VII. POPULATION TRENDS AND CHILD CARE

It is difficult to forecast the effect of the declining birthrate upon the size of the future population. The number of women in the prime childbearing age is rapidly increasing but the current trend toward smaller families continues. The question is whether the birth rate will drop so sharply that there will be a continued drop in the number of babies entering the world. Regardless of the actual numbers of live births, there continues to be an increasing trend for mothers of young children to continue work or school very soon after the birth of their babies. Societal attitudes toward women with families has taken an abrupt change in recent years. Today one-third of California's mothers of pre-school children work part or full-time[13]. It is predicted that the number of these women will increase by 50% during the seventies. The reasons for this trend are myriad -- economic necessity, personal fulfillment and an increasing divorce rate.

The number of child care facilities in California does not begin to meet the potential market. In 1970, California had 470,000 working women who were mothers of one million pre-school children[14]. In the same year, there were 140,000 places for children in licensed day care facilities. The remaining children (84%) are no doubt being cared for by relatives or babysitters.

Changes in student demography with relation to child care needs are also factors to be studied. Nationwide enrollment trends indicate an increasing number of older students who are coming back to school after already establishing their families. Increasing numbers of students are also interrupting their education for several years after completing high school before entering college. Often family responsibilities have been assumed by these students during the period between schools. In 1972, 44% of women in graduate level studies were over the age of 26[15]. Certainly, many of these women will be assuming the role of mother while involved with their studies.

A child care facility at USC could, no doubt be filled to capacity if conditions of fees and quality were right for parents. One might assume that child care services would be a continuing factor for recruitment and retention of students and for improved employee morale.

REFERENCES

1. Bernard Greenblatt and Lois Eberhard, Children on Campus -- A Survey of Pre-Kindergarten Programs at Institutions of Higher Education in the United States, (U.S. Department of Labor, Women's Bureau, Employment Standards Administration, 1973).

2. See B. Greenblatt and L. Eberhard, Appendix A.

3. Aimee Dorr Leifer, Child Care Policy Study, p. 67 (Stanford University 1972).

4. "Proprietory Day Care" Small Business Reporter, Vol. II, No. 8, p. 13, (Bank of America, 1972).

5. See B. Greenblatt and L. Eberhard, p. 37.

6. See B. Greenblatt and L. Eberhard, p. 21-22.

7. See B. Greenblatt and L. Eberhard, p. 24.

8. Mrs. C. Travis Kendall and Mrs. H. Edward Ransford, "University of Southern California Faculty, Staff, and Student Needs for a Campus Wide Pre-School Program: A Pilot Study", May, 1970.

9. "Needed Campus Facilities", Opportunities for Women in Higher Education. (Carnegie Commission Report on Higher Education, p. 158-163, Section II, 1973d).

10. "Higher Education Guidelines", Executive Order 11246, Title 41, Chapter 60, 2-24, Office of Civil Rights, U.S. Department of Health, Education and Welfare, 1973.

11. See A. D. Leifer, p. 7.

12. See A. D. Leifer, p. 81.

13. See "Proprietory Day Care", p. 4.

14. See "Proprietory Day Care", p. 1.

15. "Age of Women Students", Ann I. Morey, Office of Institutional Studies Research Memo No. 73-8, October, 1973.

ADDITIONAL SOURCES OF INFORMATION

Alan Pre-Fab Building Corporation, 8600 Alondra Boulevard, Paramount, California.

California Department of Social Welfare, 107 S. Broadway, Room 6001, Los Angeles 90012.

Federal Funds to Day Care Projects. (U.S. Department of Labor, Women's Bureau, Employment Standards Administration, Pamphlet 14, 1972).

Los Angeles Building and Safety Department, Public Counter, City Hall, Los Angeles 90012

SOME SELECTED CAMPUS CHILD CARE CENTERS IN SOUTHERN CALIFORNIA

ASUCLA Child Care Center
308 Westwood Plaza
Los Angeles, California 90024
825-5086
Director, Kate VanderKar

Anna Bing Arnold - Child Development Centers
Associated Students, California State University, Los Angeles
5361 Berridge Road
Los Angeles, California 90032
223-1732
Director, Marie Harvey

Students' Children's Center
Orange Coast College
2701 Fairview Road
Costa Mesa, California
(714) 834-5569
Director, Nancy Noble

University of California at Irvine
Child Care Center
18306 Culver Drive
Irvine, California
(714) 552-7322
Director, Cora Taft

Children's Center
Associated Students, California State College, Fullerton
2025 Chapman Avenue
Fullerton, California
(714) 991-1950
Director, Adrienne Pelker

Caltech Child Development Center
293 So. Chester
Pasadena, California
449-4307
Director, Sybil Baker

Office of Institutional Studies
SSW 403, Phone: 746-6503
March 1974

USC CHILD CARE NEEDS SURVEY

If you are interested in child care for your children at USC, please fill out this questionnaire.

1. USC status: USC faculty member___: Administration/staff___:

   Student/employee ___: Student ..... ___:

2. List ages and number of children as of February 1, 1975.

Number / Age	Under 2	2	3	4	5	6-10
	☐	☐	☐	☐	☐	☐

3. Which of the following programs would you probably use in 1974-75 at USC?

   _____Babysitting for children under age 2.

   _____Childcare or pre-school for ages 2 - 5.

   _____Summer camp for school-age children.

4. If you have strong need or preference for child care (for children 2 - 5 years of age) at USC, please answer the following questions.

   a) Based on your present schedule, between the hours of 7 a.m. and 10 p.m., state time of earliest check in, latest check out, and total hours/days for child care:

Days / Time:	MON.	TUES.	WED.	THURS.	FRI.	SAT.
Check in :	___	___	___	___	___	___
Check out:	___	___	___	___	___	___
Total hrs:	___	___	___	___	___	___

   b) What range of fees are you prepared to pay for child care?

Full day: (include hot lunch) 8 hrs.	$1.00 - 2.50	$2.50 - 4.00	$4.00 - 5.00	$5.00 - 8.00
	☐	☐	☐	☐
Half day: (4 hrs.)	$ .50 - 1.25	$1.25 - 2.00	$2.00 - 2.50	$2.50 - 4.00
	☐	☐	☐	☐
Hourly:	$ .50/hr.	$ .60/hr.	$ .75/hr.	$1.00/hr.
	☐	☐	☐	☐

   Would you volunteer time in place of partial payment of fees? No__: Yes___:
   How many hours per week?_____: day___: evening___:

   c) If your child is now in a child care or pre-school program, what are the fees?

   Full day_____/day. Half-day_____/session. Hourly _____/hour. Are you

_____ Childcare or pre-school for ages 2 - 5.

_____ Summer camp for school-age children.

4. If you have strong need or preference for child care (for children 2 - 5 years of age) at USC, please answer the following questions.

a) Based on your present schedule, between the hours of 7 a.m. and 10 p.m., state time of earliest check in, latest check out, and total hours/days for child care:

Days / Time	MON.	TUES.	WED.	THURS.	FRI.	SAT.
Check in :	___	___	___	___	___	___
Check out:	___	___	___	___	___	___
Total hrs:	___	___	___	___	___	___

b) What range of fees are you prepared to pay for child care?

Full day: (include hot lunch) 8 hrs.	$1.00 - 2.50 ☐	$2.50 - 4.00 ☐	$4.00 - 5.00 ☐	$5.00 - 8.00 ☐
Half day: (4 hrs.)	$ .50 - 1.25 ☐	$1.25 - 2.00 ☐	$2.00 - 2.50 ☐	$2.50 - 4.00 ☐
Hourly:	$ .50/hr. ☐	$ .60/hr. ☐	$ .75/hr. ☐	$1.00/hr. ☐

Would you volunteer time in place of partial payment of fees? No__: Yes___:
How many hours per week?_____: day___: evening___:

c) If your child is now in a child care or pre-school program, what are the fees?

Full day_____/day. Half-day_____/session. Hourly_____/hour. Are you putting in volunteer time? No___: Yes___: How many hours/week_____:

d) Do you wish Spanish language for child care? Yes___: No___:

Other language:_____

5. If you wish to be contacted for placement in a child care center at USC, please state your name and address below, fold and return to OIS or insert in Child Care Need Box.

Name_____

Home Address_____ Home Phone_____

Campus Address_____ Campus Phone_____

OFFICE OF INSTITUTIONAL STUDIES
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